

QUALITY INDICATORS FOR IDAHO SCHOOL ACCREDITATION STANDARDS

STANDARD I – VISION, MISSION AND POLICIES

District and school vision and mission statements are to serve as directional statements that form the foundation of all policies, guidelines and practical decisions that support student achievement. Education stakeholders in the district and school communities will collaboratively develop these guiding principles and review them periodically. Vision, mission and policies will be aligned with the Thoroughness legislation defined by Idaho Code 33-1612 and referenced in the Thoroughness Chapter of Idaho State Board of Education Administrative Rules.

1.01. VISION, MISSION AND EXPECTATIONS FOR STUDENT LEARNING – 24 points

(Unless otherwise noted in parentheses following the quality indicator, each indicator has a point value of 3)

The school's mission statement describes the essence of what the school as a community of learners is seeking to achieve. The expectations for student learning are based on and drawn from the school's mission statement. These expectations are the fundamental goals by which the school continually assesses the effectiveness of the teaching and learning process. Every component of the school community must focus on enabling all students to achieve the school's expectations for student learning.

1. The school shall have clearly written vision and mission statements that are aligned with the district vision and mission. (6)
2. The mission statement and expectations for student learning shall be developed by the school community and be approved and supported by the professional staff, the school board and/or other school-wide governing organization.
3. The school's mission statement shall represent the school community's fundamental values and beliefs about student learning.
4. The mission statement and the school's expectations for student learning shall guide the procedures, policies and decisions of the school and shall be evident in the culture of the school. (6)
5. The vision and mission shall be regularly reviewed and communicated to the school community. (6)

1.02. SCHOOL BOARD POLICIES AND ADMINISTRATIVE PROCEDURES – 24 points

The local board of trustees develops and/or adopts district-wide policies. The school is subsequently responsible for developing, implementing and monitoring a comprehensive set of administrative procedures that are aligned with district policies.

1. The school shall have written procedures aligned with district policies that promote the effective operation of the school. (12)
2. The school procedures shall promote parent/community involvement and shall be available to students, parents, staff and the community. (12)

1.03. LEADERSHIP AND ORGANIZATION -- 24 points

The way in which a school organizes learning for students, fosters leadership and engages its members has a profound effect on teaching and learning. The professional culture of the school must be characterized by thoughtful, reflective and constructive discourse about decision-making and practices that support student learning and well being.

1. The principal shall provide leadership in the school community by creating and maintaining a shared vision, direction and focus for student learning.

2. Teachers as well as administrators other than the principal shall provide leadership essential to the improvement of the school.
3. The organization of the school and its educational programs shall promote the school's mission and expectations for student learning.
4. The instructional schedule shall be driven by the school's mission and expectations for student learning and shall support the effective implementation of the curriculum, instruction and assessment.
5. Meaningful roles in the decision-making process shall be accorded to students, parents and all members of the school staff to promote an atmosphere of participation, responsibility and ownership.
6. The professional staff shall collaborate in support of learning for all students.
7. Student grouping patterns shall reflect the diversity of the student body, foster heterogeneity, reflect current research and best practices and support the achievement of the school's mission and expectations for student learning.
8. Student success shall be regularly acknowledged, celebrated and displayed.

STANDARD II – HIGHLY QUALIFIED PERSONNEL

The most important factor for improving student achievement is the quality of the classroom teacher. Placing and retaining a competent, caring and qualified teacher in every classroom will maximize opportunities for student learning. All educators of Idaho students will be highly qualified as defined by the Idaho State Board of Education Administrative Rules.

Individual professional development plans and a staff evaluation model that effectively promotes the continuous improvement of school personnel are required components of this standard.

2.01. STAFFING – 24 points

1. Certificated personnel meet all state and federal requirements. (18)
2. Non-certificated personnel meet all state and federal requirements. (6)

2.02. INDIVIDUAL PROFESSIONAL DEVELOPMENT – 30 points

1. The school has a process in place to create and monitor individual professional development plans. (9) The individual professional development plan:
 - a. engages the professional educator in examination of best practices for teaching and learning as defined by research. (3)
 - b. identifies the organizational structure and support needed to improve the educator's performance. (3)
 - c. is job-embedded, data-driven and supports increased student achievement. (3)
2. The school involves staff in the development and implementation of individual and school professional development plans that align with the goals defined in the district strategic plan and the continuous school improvement plan. (6)
3. Organizational structure, support, time and resources are provided to staff in order to meet the objectives of individual and school-wide professional development plans. (6)

2.03. STAFF EVALUATION – 18 points

1. The school uses a staff evaluation model that effectively promotes the continuous improvement of school personnel. (6)
2. Teacher supervision and evaluation processes shall be used to improve instruction for the purposes of enhancing student learning and meeting student needs. (6)
3. Teachers shall be expert in their content area, knowledgeable about current research on effective instructional approaches and reflective about their own practices. (6)

2.04. STAFF TURNOVER/RETENTION – 6 points

1. The school evaluates staff turnover and addresses any concerns about staff retention. (6)

STANDARD III – EDUCATIONAL PROGRAM

Schools will provide a comprehensive educational program focused on meeting the needs of all students. High expectations for student success and frequent monitoring of student progress are critically important to student learning. Deep alignment of curriculum, instruction and assessment to standards considered essential for all students is imperative.

A school's educational program must be aligned with the Thoroughness legislation, Idaho Code 33-1612; the State Board of Education's Idaho Student Achievement Standards K-12; and the testing and high school graduation requirements defined in the Thoroughness Chapter of the Idaho State Board of Education Administrative Rules.

3.01. ELEMENTS OF THOROUGHNESS -- 6 points

1. The following Elements of Thoroughness, as cited in Idaho Code 33-1612, are integrated throughout the educational program: (6)
 - a. provision of a safe learning environment conducive to learning
 - b. educators empowered to maintain classroom discipline
 - c. emphasis on basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work
 - d. provision of instruction in effective communication skills
 - e. provision of a basic curriculum that enables students to enter academic or professional-technical postsecondary educational programs
 - f. instruction in skills necessary to enter the workforce
 - g. introduction of students to current technology
 - h. skill acquisition for responsible citizenship at home, school and in the community

3.02. CONTENT STANDARDS -- 15 points

1. The curriculum, instruction and assessments shall be aligned with the Idaho Content Standards. (12)
2. Non-traditional courses such as distance education, correspondence courses, web-based courses and the Portable Assistance Student Support (PASS) program shall be aligned with the Idaho Content Standards. (N/A for elementary schools)

3.03. CURRICULUM – 27 points

The curriculum, which includes coursework, co-curricular activities and other school-approved educational experiences, is the school's formal plan to fulfill its mission statement and expectations for student learning. The curriculum links the school's beliefs, its expectations for student learning and its instructional practices. The strength of that link is dependent upon the commitment and involvement of the professional staff to a comprehensive, ongoing review of the curriculum.

1. Each curriculum area shall identify those school-wide academic expectations for which it is responsible.
2. A written curriculum for each subject area shall be utilized.
3. The curriculum shall be aligned with the school-wide academic expectations and shall ensure that all students have opportunity to practice and achieve each of those expectations.
4. Curricular coordination and articulation between and among all academic areas shall be evident within the school as well as with feeder schools in the district.
5. Instructional materials, technology, equipment, supplies, facilities, staffing levels and the resources of the library/media center shall allow for the implementation of the curriculum.

6. The professional staff shall be involved in the ongoing development, evaluation and revision of the curriculum based on assessments of student performance in achieving the school's academic expectations.
7. The school or district shall commit time, financial resources and personnel to the development, evaluation and revision of curriculum.
8. The school selects primary curricular materials for all subject areas from the Idaho Adoption Guide as approved by the State Board of Education. (*include provision for waivers*)
9. Technology shall be integrated into and supportive of teaching and learning.

3.04. INSTRUCTION -- 24 points

The quality of instruction in a school is the single most important factor affecting the quality of student learning, the achievement of expectations for student learning, the delivery of the curriculum and the assessment of student progress. Instructional practices must be grounded in the school's mission and expectations for student learning, supported by research in best practice and refined and improved based on identified student needs. Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

1. Instructional strategies shall be consistent with the school's mission statement and expectations for student learning.
2. The teaching and learning program focuses on instructional best practices.
3. Instructional time is allocated and protected to support student learning.
4. All students have a parent-approved student learning plan by the end of eighth grade or by age for special education students regardless of grade level. (possible N/A for elementary schools)
5. Limited English proficient students who require testing accommodations have an individual learning plan that is aligned with the Idaho Content Standards.
6. All special education students have a current individual education plan that is aligned with the Idaho Content Standards.
7. The school or district endeavors to meet the teacher/student ratios and teacher loads recommended by the state: (6)
 - Elementary (K-3) = 20
 - Elementary (4-6) = 26
 - Middle/junior high = 160 teacher load
 - High school = 160 teacher load for traditional schedule (140 for trimester school schedules, 180 for block school schedules)
 - Alternative school (7-12) = 18 average daily class load

3.05. ASSESSMENT OF STUDENT LEARNING – 15 points

Assessment is an integral part of the teaching and learning process. Its purpose is to inform students regarding their learning progress and teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the school community the progress of students in achieving the school's expectations for student learning and course-specific learning goals. Assessment results must be continually discussed to improve curriculum and instruction.

1. The school staff uses data to improve student performance, facilitate quality instruction and provide intervention as needed.
2. The school participates in the annual statewide student assessment program as required by Administrative Rules.

3. The school regularly monitors student achievement using multiple assessment measures.
4. Parents/guardians are informed of assessment results, invited to participate in the development of plans for improvement and are aware of methods to help their students.
5. The school's professional staff shall communicate the school's progress achieving all school-wide expectations to the school community.

STANDARD IV – LEARNING ENVIRONMENT

Schools will provide a safe, nurturing, disciplined and orderly learning environment conducive to learning. School site, facilities, equipment and related services serve as a vehicle for the implementation of the school mission and factor into the functioning of the educational program. The school's learning environment should contribute to a positive educational atmosphere and address the physical, emotional and social health and safety of all persons in the school. Maintenance of discipline and attention to reducing student behavior problems will improve learning opportunities for students. The provision of a productive climate and culture is an essential factor impacting student achievement.

4.01. SCHOOL PLANT AND FACILITIES – 21 points

1. Facilities meet all building codes, safety standards and public health regulations required by state and local authorities.
2. The site, buildings, equipment and furnishings are designed and maintained to facilitate the safety of all occupants and to maintain the quality of the school's instructional and co-curricular programs.
3. The school building is inspected annually per Idaho Uniform School Building Safety Act. (6)
4. A planned and adequately funded program of building and site management at the district and/or school level shall ensure the maintenance, repair and cleanliness of the school plant.
5. The school site and plant shall support and enhance all aspects of the educational program and the support services for student learning.
6. Equipment shall be adequate, properly maintained, catalogued and replaced when appropriate.

4.02. SAFE, POSITIVE SCHOOL ENVIRONMENT – 21 points

1. The school has a written code of student conduct that was cooperatively designed by members of the school community including students, staff, administration and patrons. (6)
2. Policies and procedures regarding student behavior are clearly communicated and consistently enforced and applied.
3. The climate of the school shall be safe, positive, respectful and supportive, resulting in a sense of pride and ownership.
4. The school has established a school safety team with representation from the school and community for development, implementation and monitoring of the safe learning environment.
5. The school has developed and implemented procedures for supervision and applicable training of employees to ensure a positive school environment.
6. Data is collected on student behavior referrals, suspensions and expulsions and, if applicable, used for the development and implementation of improvement goals and strategies.

4.03. SCHOOL RESOURCES FOR LEARNING – 21 points

Student learning and well-being are dependent upon adequate and appropriate support programs and services. The school is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the school's mission and expectations.

1. The district or school employs classified and support personnel to meet the needs of the staff and students.
2. Student records, including health and immunization records, shall be maintained in a confidential and secure

manner consistent with federal and state law.

3. The school has financial resources to provide services to students to meet the stated purposes of the school and to provide the educational program to the student.
4. Proper budgetary procedures and generally accepted accounting principles are followed for all school funds.
5. The school endeavors to meet state-recommended caseloads for pupil personnel services: counselors, social workers & psychologists = 400:1 (*student/district average)
6. The school shall provide special education services related to the identification, monitoring and referral of students in accordance with local, state and federal laws.
7. The school endeavors to meet the state-recommended ratios for elementary/secondary media generalists and assistants: elementary = 500:1*/secondary = 500:1*

4.04. COMMUNITY RESOURCES FOR LEARNING – 9 points

Active community and parent participation, facilities that support school programs and services and dependable and adequate funding are necessary for the school to achieve its mission and expectations for student learning.

1. The school shall engage parents and families as partners in each student's education and shall encourage their participation in school programs and parent support groups.
2. The school shall foster business/community/higher education partnerships that support student learning.
3. There shall be ongoing planning to address future programs, enrollment changes, staffing, facility and technology needs as well as capital improvements.

STANDARD V - CONTINUOUS SCHOOL IMPROVEMENT

Continual improvement of the educational program is essential in providing quality results. Idaho schools must be actively involved in a dynamic and data-driven school improvement planning process. Professional development programs and parent/community participation in the planning process are required elements that distinguish good schools. Successful improvement programs should focus on the systematic analysis of student performance data and how the school's instructional and organizational practices impact student achievement.

CONTINUOUS SCHOOL IMPROVEMENT PLAN – 42 points

1. The school develops and implements a continuous school improvement plan focused on student achievement that is reviewed and revised on an ongoing basis.
2. The continuous school improvement plan utilizes school leadership teams and provides for a collaborative, organized process of planning and decision-making, which includes parental and community involvement.
3. There is a commitment to the school improvement process by the school leadership team and the school staff.
4. The school utilizes a continuous school improvement process that includes each of the following common core elements:
 - a. vision, mission and belief/commitment statements that guide school improvement and focus on student performance
 - b. ongoing collection, review and analysis of pertinent data that builds a profile of the school and assesses staff and student needs
 - c. utilization of data analysis/needs assessment results to select the most appropriate areas upon which to focus improvement efforts and to identify needed student support services
 - d. development of data-driven and measurable student achievement goals
 - e. assessment and analysis of staff strengths and challenges in relation to the student achievement goals
 - f. review of pertinent research and use of scientifically research-based models, programs and practices when selecting improvement strategies
 - g. strategies that focus on improving student performance
 - h. action plan and timeline for implementing strategies and achieving goals
 - i. professional development goals aligned with the continuous school improvement plan
 - j. monitoring and evaluation of the effect of the plan on student achievement and staff practices in order to make adjustments, as needed, to ensure success
5. Evidence of school improvement is identified, documented, utilized and communicated to all stakeholders.

PROFESSIONAL DEVELOPMENT – 30 points

1. The school has ensured that time and resources are made available to staff in order to meet professional development needs. (6)
2. Professional development is an integral part of and aligned with the continuous school improvement plan. (6)
3. The school is utilizing a staff development plan that reflects identified instructional needs. (6)

4. The school's professional development program shall provide opportunities for teachers to develop and improve their instructional strategies. (6)
5. The school's professional development program shall provide opportunities for teachers to collaborate in developing a broad range of student assessment strategies. (6)

STANDARD VI – STUDENT ACHIEVEMENT

The primary focus for Idaho schools is student learning and growth. Districts and schools, in partnership with parents and the community, must be accountable for student achievement. Accountability refers to the systematic collection, analysis and use of data and information to provide for continuous improvement in student performance.

The State Board of Education's accountability measures defined in Administrative Rules set forth the basic requirements contained in this standard.

ACCOUNTABILITY – 27 points

1. The school follows or has established high school graduation requirements that, at a minimum, align with those of the State Board of Education. (NA for elementary & middle schools or if district is responsible)
2. The school reports attendance rates, student dropout rates and graduation rates and incorporates goals for reducing the number of absences and dropouts in the continuous school improvement plan as needed.
3. The school clearly documents student achievement on school records and ensures that all student records are physically secured against fire, misplacement, loss or other unauthorized access.
4. The school develops and communicates written procedures to staff, students and patrons regarding:
 - a. comprehensive and effective plan for evaluating student achievement
 - b. grading and graduation requirements
 - c. attendance
 - d. promotion and retention
 - e. expulsion and suspension
 - f. persistently dangerous schools

STUDENT PROGRESS – 92 points

1. The school disaggregates all student data, tracks subpopulations longitudinally and reports progress annually, adhering to current state and federal guidelines. (6)
2. The school publishes annual report cards, which include state assessment data; makes them broadly available in understandable language to the public; and submits them as required by state and federal requirements. (6)
3. The school demonstrates student growth and/or progress on statewide assessments as measured by the Fall Idaho Standards Achievement Test (ISAT), and the Fall to Spring Idaho Reading Indicator (IRI). (80)
 - a. ISAT:
 - i. students do not meet typical (expected) growth
 - ii. students meet typical (expected) growth
 - iii. students exceed typical (expected) growth
 - iv. students demonstrate extraordinary growth
 - b. IRI:
 - i. students do not meet state established proficiency targets
 - ii. students are making progress toward the established proficiency targets
 - iii. students meet state established proficiency targets (85% etc)
 - iv. students exceed state established proficiency targets